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ABSTRACT

A survey was conducted to assemble information from the 50 state departments of education about existing policies on master teachers. Master teachers in this survey included those assigned to supervise student teachers as well as those who may have been chosen for outstanding performance. Items on the survey were: (1) state policies on selecting supervising teachers; (2) state policies on recognition of outstanding teachers; (3) state policies on extra pay for supervising teachers; (4) state policies on extra pay for outstanding performance; (5) certification requirements for supervising teachers; and (6) inservice training of supervising teachers. Fifteen states responded that they have state policies or regulations about how student teacher supervisors are chosen. For the most part, these requirements were included in the state standards for the approval of teacher education programs. The most frequently mentioned requirement was that the supervising teacher be properly endorsed in the subject or area in which the student teacher is seeking certification. Three states have state policies on recognizing outstanding performance of teachers. One-fifth of the states indicated pay supplements to teachers who are assigned to supervise student teachers. No state had policies regarding extra compensation for outstanding teachers. Fifteen states answered that they do have state requirements as to training that must be completed for a teacher to serve as a supervisor of a student teacher. Responses to the survey are presented in tabular form (alphabetically by state), and additional explanatory notes on different items are included from states which expanded their comments. Specific provisions relating to selection and requirements of supervising teachers, as found in state standards for approval of teacher education programs, are also quoted. (JD)

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SURVEY ON MASTER TEACHERS

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Southern Regional Education Board
1340 Spring Street, N. W.
Atlanta, Georgia 30309

October 1982

SP 021 083

STATE POLICIES ON MASTER TEACHERS

The Survey on Master Teachers was sent by the Southern Regional Education Board (SREB) to the departments of education of the 50 states. The survey instrument is shown in Appendix A., and the responses to the first six items are shown in the attached table.

Asterisked responses indicate the inclusion of explanatory materials. These materials are presented in the "Notes" to the relevant items.

"Master Teachers" in this survey include those assigned to supervise student teachers, as well as those who may have been chosen for outstanding performance.

Fifteen states answered "yes" on item 1, that they do have state policies or regulations about how teachers who supervise student teachers are to be chosen. The explanatory materials indicate that, for the most part, these requirements are included in the state standards for the approval of teacher education programs, and that these standards do not contain specific criteria. The most frequently mentioned requirement is that the supervising teacher be properly endorsed in the subject or area in which the student teacher is seeking certification.

Only three states answered affirmatively on item 2, that they have state policies on recognizing outstanding performance of teachers.

One-fifth of the states indicate pay supplements to teachers who are assigned to supervise student teachers (Item 3). Some of these supplements, however, are paid by the universities and colleges in which student teachers are enrolled. None of the supplements exceeds $250 per year. Not a single state has policies regarding extra compensation for teachers who are recognized for outstanding performance (Item 4).

Fifteen states answered that they do have state requirements as to training that must be completed for a teacher to serve as a supervisor of a student teacher (Item 5).

Specific provisions relating to selection and requirements of supervising teachers, as found in state standards for approval of teacher education programs, are quoted in Notes to Item 7.

SURVEY ON "MASTER" TEACHERS

	(1) State Policies on Selecting Supervising Teachers		(2) State Policies on Recognition of Outstanding Teachers		(3) State Policies on Extra Pay For Supervising Teachers			(4) State Policies on Extra Pay For Outstanding Performance			(5) Certification Requirements for Supervising Teachers		(6) Inservice Training of Supervising Teachers	
	Yes	No	Yes	No	Yes	Amount Per	No	Yes	Amount Per	No	Yes	No	Yes	No
Alabama		X		X			X			X	X			X
Arizona[1]		X	X	(in progress)	X	$100/new teacher				X	X (in progress)			
Arkansas		X					X			X		X		X
California		X		X			X			X		X		X
Colorado		X		X	X	$75/quarter				X		X		X
Connecticut														
Delaware														
District of Columbia	X*		X		X	Paid by universities				X		X		X
Florida		X		X			X			X		X	X*	
Georgia	X*			X	X	$70 per student				X	X*		X*	
Idaho		X		X			X			X		X		X
Illinois	X			X			X			X	X			X
Indiana	X			X			X			X	X			X
Iowa		X		X			X			X		X		X
Kansas		X		X			X*			X		X		X

SURVEY ON "MASTER" TEACHERS

	(1) State Policies on Selecting Supervising Teachers		(2) State Policies on Recognition of Outstanding Teachers		(3) State Policies on Extra Pay For Supervising Teachers			(4) State Policies on Extra Pay For Outstanding Performance			(5) Certification Requirements for Supervising Teachers		(6) Inservice Training of Supervising Teachers	
	Yes	No	Yes	No	Yes	Amount Per	No	Yes	Amount Per	No	Yes	No	Yes	No
Kentucky														
Louisiana	X			X	varies with all 22 colleges					X	X* Fall pilot prog. La. Tech		X*	
Maine		X		X			X			X		X		X
Maryland		X		X			X			X		X		X
Massachusetts	X			X (Teacher/Year Award)			X			X	X			X
Michigan		X		X			X			X		X		X
Minnesota		X		X			X			X		X		X
Mississippi														
Missouri		X		X			X			X		X		X
Montana		X		X			X			X		X	X	
Nebraska[2]		X		X			X			X		X		X[2]
Nevada		X		X			X			X		X		X
New Hampshire	X		X*				X			X	X			X
New Jersey		X		X	X	$50/student teaching period				X		X		X
New Mexico		X		X			X			X		X		X

SURVEY ON "MASTER" TEACHERS

	(1) State Policies on Selecting Supervising Teachers		(2) State Policies on Recognition of Outstanding Teachers		(3) State Policies on Extra Pay For Supervising Teachers			(4) State Policies on Extra Pay For Outstanding Performance			(5) Certification Requirements for Supervising Teachers		(6) Inservice Training of Supervising Teachers	
	Yes	No	Yes	No	Yes	Amount Per	No	Yes	Amount Per	No	Yes	No	Yes	No
New York		X		X			X			X		X		X
North Carolina	will adopt in 82/83	X		X	will adopt in 82/83		X			X	X*			X
North Dakota	X			X	X	$16/quarter hour				X	X*		X*	
Ohio	X*			X			X*			X	X*			
Oklahoma		X*		X			X			X		X		X
Oregon		X		X			X			X		X		X
Pennsylvania		X*		X			X*			X		X		X
Rhode Island	X			X			X*			X	X*			X
South Carolina		X		X	X	$65/semester				X		X*	X*	
South Dakota	X			X	X*					X		X		X
Tennessee		X		X			X			X		X		X
Texas	X*			X	X	$200/year				X		X	X	
Utah		X		X			X			X		X		X
Vermont	X			X			X			X		X		X
Virginia	X			X			X			X		X		X

SURVEY ON "MASTER" TEACHERS

	(1) State Policies on Selecting Supervising Teachers		(2) State Policies on Recognition of Outstanding Teachers		(3) State Policies on Extra Pay For Supervising Teachers			(4) State Policies on Extra Pay For Outstanding Performance			(5) Certification Requirements for Supervising Teachers		(6) Inservice Training of Supervising Teachers	
					Yes	Amount Per	No	Yes	Amount Per	No	Yes	No	Yes	No
Washington		X		X			X			X	X			X
West Virginia		X		X	X*					X	X*			X
Wisconsin	X			X			X			X	X*			X
Wyoming		X		X			X			X		X		X

1. "Yes" answers refer to assessment of beginning teachers.
2. Colleges select master teachers.

NOTES ON ITEMS 1 AND 3

State Policies and/or Regulations concerning how local districts choose and compensate the teachers to whom "student teachers" are assigned.

District of Columbia

There are established criteria for Cooperating Teachers that are assessed by the principals. Any teacher who has taught in the District of Columbia system for at least one year, and has a minimum of two years of successful teaching experience, is eligible to join the corps of cooperating teachers. See Exhibit A for the criteria for cooperating teachers.

In a "Memorandum of Understanding for the District of Columbia Public Schools and Teacher Training Institutions," the roles and duties of the cooperating teachers are spelled out. As to pay, the amount the institution pays to the school district for each cooperating teacher will be negotiated prior to signing of the agreement. If the institution pays more to cooperating teachers outside of the school district, then it shall raise the amount for District cooperating teachers to the same level. "The preparing institution may provide additional forms of recognition for cooperating teachers that it considers appropriate. Invitations to conferences, workshops, sponsoring attendance at meetings and conventions, and identification of cooperating teachers in college or university publications have traditionally been acceptable forms of professional recognition." The negotiated amounts for cooperating teachers as of January 1979 for the various institutions using District of Columbia schools are shown in Table 1.

EXHIBIT A

To Be Completed by Two Persons Familiar with
Classroom Performance of Applicant

Date _____

Name _____

Position _____

CRITERIA FOR COOPERATING TEACHER

In order to provide the best possible training for future teachers it is desirable that a cooperating teacher offer more than simple satisfactory performance in at least a majority of the criteria listed.

FINAL OVER ALL RATING

Excellent Poor

1. Excellent
2. Good
3. Fair
4. Poor
5. Unacceptable

1	2	3	4	5
☐	☐	☐	☐	☐

QUALIFICATIONS RELATED TO CLASSROOM TECHNIQUES

1. Demonstrates effective and democratic classroom control. ☐
2. Deals efficiently with routine and classroom management. ☐
3. Creates a room setting that is conducive to learning. ☐
4. Understands children and sets reasonable standards of behavior and performance. ☐
5. Demonstrates the ability to evaluate effectively the teaching-learning situation. ☐

PERSONAL QUALIFICATIONS

1. Personal appearance, grooming, speech and manners are appropriate to the classroom environment. ☐
2. Knows and accepts his own strengths and weaknesses. ☐
3. Likes and respects teaching. ☐
4. Demonstrates continual self improvement, both professional and personal. ☐
5. Is enthusiastic and enjoys wide ranging interests. ☐
6. Respects and responds to differing opinions and ways of doing things. ☐

QUALIFICATIONS RELATED TO PROFESSIONAL RESPONSIBILITIES

1. Has a reasonable awareness of trends in the community. ☐
2. Becomes involved in total school activities. ☐
3. Knows and uses sources of current educational thinking. ☐
4. Cooperates with other members of the staff. ☐

QUALIFICATIONS RELATED TO INTERPERSONAL RESPONSIBILITIES

1. Is available for consultation and support when needed. ☐
2. Has the ability to help a student teacher formulate goals and plan to achieve them. ☐
3. Offers constructive evaluation without stifling student initiative. ☐

QUALIFICATIONS RELATED TO INTERPERSONAL RESPONSIBILITIES Continued.

4. Looks for and encourages creative thinking on the part of others. ☐

5. Is willing to consider new and different techniques in an openminded manner. ☐

6. Expects and supports the participation of all in professional and social activities. ☐

OTHER COMMENTS:

Table 1

Student Teaching, and Internship Programs

Institutions	Honoraria
American University	8-week experience: $ 60.00 16-week experience: $120.00
Bowie State College	$100
Catholic University	3-credit graduate course--must be used within academic year following student teacher placement and at School of Education
George Mason University	$50.00 for educational supplies
Georgetown University	$75.00 to be used for educational supplies of his/her choice
George Washington University	$100.00
Howard University	Tuition (not including university fees) for a three-hour course---must be taken within the year following the placement
Trinity College	No reply has been received to date
University of D. C.	Pending completion of negotiations
University of Maryland	8-week placement: $50.00 stipend, 16-week placement: $75.00 stipend, or tuition waiver equal to the amount of stipend

Georgia

Criteria for Selection of Supervising Teachers

Teachers selected to participate as supervising teachers must be chosen on an individual basis. The necessary qualifications of supervising teachers should be clearly defined by school and college staffs. In addition, classroom teachers should be willing to participate in special preparation for supervision of teacher education students.

The qualifications for initial selection must include:

a renewable or life teaching certificate

two years of successful teaching experience in the field of preparation

commitment to or completion of a Supervising Teacher Services program (10 quarter hours or 10 staff development units)

willingness to work with teacher education students

desire to work with school and college officials in planning and implementing the appropriate professional laboratory experiences

good working relationships with pupils, community, school and college personnel

demonstrated performance as a superior teacher

through continuous staff development the supervising teacher should be able to develop competencies for supervising professional laboratory experiences

Criteria for Preparation of Supervising Teachers

The purpose of the Supervising Teacher Services preparation program is to provide the profession with teachers who have demonstrated understanding of the skills and knowledge required for effective supervision of student teaching and other professional laboratory experiences.

Supervising Teacher Compensation Policies

The Georgia Department of Education provides an honorarium as a supplement to each teacher who meets the selection criteria and supervises

a student teacher or graduate intern. Various levels of compensation are provided, depending upon the supervising teacher's completion of an approved Supervising Teacher Services Program and approved data collection training. Georgia honoraria are not paid to supervising teachers in out-of-state schools, schools on military bases, private schools, or schools operated by the state.

Kansas

The Kansas advisory boards have attempted several times to have standards approved which would include requirements for cooperating teachers. About 10 years ago a proposal was submitted to the State Board of Education which called for state legislation setting a reimbursement fee for each cooperative teacher. The State Board did not include the proposal in their state legislation package.

North Dakota

$16 per quarter hours, paid through Board of Higher Education and local colleges.

Ohio

Colleges and schools may optionally agree on the compensation for cooperating teachers.

Oklahoma

From Guidelines for Student Teaching

Criteria for Selection

1. Academic Preparation

   a. A Bachelor's Degree is the minimum requirement

   b. Knowledge of the basic principles of supervision is necessary

   c. Special training for supervision through in-service workshops and/or supervision course work is highly recommended

   d. Standard certification for the area in which he is teaching is recommended

2. Experience

   a. A minimum of three years teaching experience is desirable with at least the most recent year in the present teaching position

   b. Is teaching in the major area of preparation

   c. Is an active member of professional and educational organizations

   d. Demonstrates that he can work as an effective team member

   e. Demonstrates academic competence and successful teaching techniques

Pennsylvania

We are considering regulations concerning how local school districts choose the teachers to whom "student teachers" are assigned, possibly requiring each Master/Cooperating Teacher to hold the Supervisory Certificate for the curriculum area in which he/she would supervise student teachers.

Extra compensation for cooperating teachers or for outstanding performance are matters delegated to local authority. Pennsylvania does not directly reimburse teachers' salaries.

Rhode Island

Compensation of the cooperating teacher is determined by the university or college assigning the teacher.

South Dakota

Institutions shall make arrangements with school systems which include mutually agreed upon...(2) activities, services, and compensation...

Texas

Our policies require that local plans be developed for the selection of supervisory teachers and for in-service training for supervisory teachers. The requirements in the State Board of Education policies are a part of policies relating to local cooperative teacher education centers which are required by state. These centers require cooperative arrangements between the college/university and the local school district.

West Virginia

The State Board of Education may enter into an agreement with county boards of education for the use of the public schools. Such agreement shall .....include (1) the minimum qualifications for the employment of public school teachers selected as supervising teachers; (2) the remuneration to be paid public school teachers by the state board, in addition to their contractual salaries, for supervising student teachers; and (3) minimum standards...

NOTES ON ITEMS 2 AND 4

Recognition of Outstanding Teachers

New Hampshire

Master Educator Recognition

Recognition of the Master Educator may be given each year to a limited number of outstanding New Hampshire educators. Such recognition will be made by a jury designated by the Professional Standards Board and consisting of persons from organizations representing teachers, educators, school board members, State Department of Education personnel, parents, and students, etc.

The purpose of the Master Educator Recognition is to give recognition for outstanding services in the field of education to teachers, administrators, and other educational personnel at any level of the schools or colleges or other educational institutions in New Hampshire.

NOTES ON ITEMS 5 AND 6

State Certification Requirements, and Programs Providing In-service Education for Supervising Teachers.

Florida

Florida's program to assess beginning teachers includes a reference to "peer" teachers who serve on a three-person group to assess beginning teachers. The local school district plan for Beginning Teachers must include the "criteria for eligibility of persons to serve as peer teachers which shall include training in observation skills, consulting skills, and instruction in and knowledge of the competencies expected of beginning teachers.

Georgia

Procedures for Program Development

Planning a program for the professional preparation of supervising teachers should involve the cooperative efforts of the sponsoring teacher education institution, the school personnel, and the Georgia Department of Education.

A teacher education institution, in establishing a program for the preparation of supervising teachers, should develop clearly stated supervising teacher competencies and outline specific procedures for developing and evaluating these competencies. A program for the preparation of supervising teachers should provide time for professional study that would satisfy the requirement of a minimum of 10 hours of college credit or 10 staff development units (SDEs) conducted by college personnel through contractual arrangements with the college.

Program Design

The program for the preparation of supervising teachers should include professional experiences which will provide opportunity for the participants to

clarify their concepts of the roles of the various participants in the student teaching program

develop knowledge of the problems involved in the successful orientation of the student teacher to the student teaching experience

acquire the supervisory skills necessary to help the student teacher identify his or her strengths and weaknesses and to evaluate personal progress

understand the importance of helping the student teacher recognize that the application of the principles of human growth and development is basic to effective teaching

help the student understand the contributions that effective school organizations can make to an instructional program

define ways and means for helping the student teacher see more clearly the purpose of education in this society

define ways and means of helping the student teacher understand the importance of technical and routine activities in an instructional program

help the student teacher mature into a teacher with high standards of professional ethics

develop increased skills in communication and human relations

identify weaknesses in their supervisory competencies and be introduced to resources that could alleviate such weaknesses

become knowledgeable about the development of staff development plans at the building and system levels

develop the expertise to collect data necessary for completion of the student teacher's degree program

demonstrate supervisory competency in an internship

Louisiana

Supervisor of Student Teaching:

The applicant must hold a valid Louisiana certificate based upon a baccalaureate college degree authorizing him to teach in the field of his supervisory assignment

The applicant must hold a valid Type B Louisiana certificate

The applicant must hold a master's degree from a regionally accredited institution, and present three semester hours in the supervision of student teaching

North Carolina

Standards for supervisory teachers:

1. Hold or be qualified to hold the Graduate Teacher's Certificate

2. In addition to the requirements for the Graduate Teacher's Certificate, graduate credit for six semester hours in education emphasizing general supervision, methods and techniques of supervising student teaching, student teacher relationships to the college, local school administration unit, cooperating school, and community

3. Recommendation of the local administration (superintendent, supervisor or principal) and the college supervisors

The above is an optional certificate not to be required of supervisors of student teaching at the present time. In the meanwhile, the minimum academic and professional qualifications for a supervisor of student teaching shall be a Class "A" Teacher's Certificate, and at least two years of successful classroom teaching experience.

North Dakota

> A cooperating teacher shall have acquired a minimum of two semester hours or three quarter hours, or the equivalent continuing education units, or in-service, in supervision of student teaching.
>
> The cooperating teacher shall have at least two years of teaching experience. The cooperating teacher shall have at least one year of teaching experience in the school system in which the student teacher is being supervised.

Before being accepted and approved as a cooperating teacher, the teacher must be recommended by the administration of the school in which student teaching is performed.

Ohio

In-service training for cooperating teachers is a responsibility of the colleges.

Rhode Island

Teacher must be certified as a cooperating teacher. This means having three years of teaching experience and a course in supervision of student teachers.

South Carolina

Act 187 requires that provisional teachers be evaluated three times by a person who (1) has undergone a state training program for reliability and (2) is using a state instrument for the three observations/evaluations. This process is being used for student teachers as well as provisional teachers.

West Virginia

I. Two years of successful teaching, one of which is in area of specialization and grade level for which Associate Professional Certificate is requested.

II. Master's degree, including 12 semester hours of graduate credit relevant to supervision.

III. Master's degrees, including 19 semester hours of graduate credit relevant to principles of supervision, a course in the supervision of student teachers, and successful experience as supervising teacher for at least two student teachers.

Wisconsin

Cooperating Teachers must meet the following criteria:

A regular Wisconsin license, two years of teaching experience, with at least one year of experience in the school system of current employment. Completion of a course or seminar in supervision of student teachers/interns or successful service as a cooperating teacher. Successful service as a cooperating teacher shall be determined by the recommendations of an immediate supervisor, a college supervisor, and a former student teacher/intern who have worked with the teacher in a student teaching/intern situation.

NOTES ON ITEM 7

Provisions Included in Standards for Approval of Teacher Education Program Regarding Selection of Supervisory Teachers.

Alabama

Cooperating teacher shall

a. be a highly competent teacher in the area of specialization of the intern to be supervised as determined by criteria approved by the State Board of Education

b. have at least three years of successful teaching experience

c. understand the program of each intern supervised and the levels of achievement of each

d. be competent to provide superior professional supervision of interns as determined by criteria applicable to each institution and approved by the State Board of Education

"We have not yet begun to issue special certificates for cooperating teachers."

Arizona

"This is handled by the universities and the local school districts."

Arkansas

Uses National Council for Accreditation of Teacher Education

Colorado

Supervisory teacher must be a certificated teacher whose endorsement is consistent with that sought by the student teacher.

Florida

Supervising teachers in public and non-public schools shall hold a valid regular Florida teaching certificate, and shall be selected on the basis of training, experience, leadership qualities, and position in the school.

Illinois

Voluntarily cooperating teacher, legally certified and qualified to teach in the area, and directly engaged in teaching subject matter or conducting learning activities in the area of student teaching.

Superintendent and State Board of Education require institutions to "enter into written agreements with authorities in charge of clinical sites." These agreements must describe the roles and responsibilities of the candidate, the institution, and the clinical site. Thus, they should cover such matters as protocols to be honored between parties and arrangements for in-service training of cooperating personnel by the teacher education institution...."Since cooperating personnel may or may not possess adequate supervisory skills and may or may not be familiar with a specific institutions's clinical experience program, the institution should insure that adequate training and assistance are provided." (Handbook on Clinical Experiences in Teacher Education Programs.)

Indiana

There shall be specific criteria in the selecting of schools, teaching assignments, supervising teachers, and school climate for student teaching placements.

The Indiana Professional License qualifies the holder to serve as a supervising teacher in all teaching areas designated on the Professional License. The final selection of the supervising teacher shall be the joint responsibility of the teacher education institution and the superintendent of the cooperating state commissioned school and with the approval of the supervising teacher.

Iowa

The cooperating teachers shall be selected by agreement of the cooperating school, instructional professional staff, and the institution, on criteria mutually agreed upon. These criteria shall include, but not be limited to: teachers be properly endorsed and approved in the area in which student teachers are accepted and have teaching experience.

Kansas

An institution shall make arrangements with school systems which include mutually agreed upon activities, services, and compensation.

Louisiana

Whether or not the school in which the student teaching is done is administered by the institution, the regular teacher under whose direction the student teaching takes place shall be a representative of or approved by the school of education or department of education of the institution, and shall be certified as a supervisor of student teaching.

Massachusetts

The cooperating practitioner must hold or be specifically exempted from holding an appropriate certificate, and must be or have once been tenured.

Minnesota

Student teaching experiences are also supervised by practicing teachers who hold at least a continuing license, as defined in 5 MCAR 3.001, and granted by the Minnesota Board of Teaching, in the licensure field and at the licensure level for which they supervise.

Montana

Cooperating teachers shall be selected jointly by the school and institutional personnel. In addition to being certificated and experienced in the area of assignment, the cooperating teacher shall have a good performance record, show continued professional growth, and have the temperament, desire, and ability to work with student teachers.

Nevada

Nevada is currently in the process of developing an approved program approach for teacher certification.

New Hampshire

The cooperating teachers shall be fully certified and have at least three years experience in the subject area or level in which they accept student teachers. Moreover they shall have an outstanding performance record, show continued professional growth, and have the desire and ability to work with student teachers. In order to facilitate a good working relationship, the cooperating teacher shall receive full information about a student teacher well in advance of the internship.

North Carolina

Shall develop in cooperation with local administrative units...(b) criteria for the selection of cooperating teachers who will provide a student with high quality teacher preparation experience and guidance.

Ohio

Cooperating teachers in the student teaching experience shall possess the appropriate standard certificate, and have a minimum of three years of classroom teaching experience including one year in the field for which the service is being provided.

Oklahoma

Has a detailed set of Guidelines for Student Teaching that includes a comprehensive explanation of how cooperating teachers are to be chosen, and what their responsibilities are. This is widely distributed throughout the state.

South Carolina

National Association of State Directors of Teacher Education and Certification Standards

South Dakota

Negotiated agreements (both voluntary and compulsory) between teacher organizations and boards of education often include provisions for professional service in directing experiences for prospective teachers such as: (a) teacher consent, (b) pay for supervision, (c) number of student teachers, (d) qualifications of cooperating teachers, (e) in-service credit for student teacher supervision, and (f) responsibilities of cooperating teachers....Student teaching shall be done in schools having...professionally educated staff members with successful teaching experience.

Utah

No rules and regulations, but a set of guidelines on student teaching that include the roles of the cooperating teacher.

Vermont

There must be evidence that cooperating teachers have sufficient orientation and are involved in planning and evaluation of off-campus experience.

Virginia

The college or university shall conduct training sessions with cooperating teachers for the purpose of familiarizing those involved with responsibilities and assessment criteria.

Washington

Criteria for selecting sites and for selecting field personnel are specified. The responsibilities and authority of college supervisors and field personnel are specified in writing in relation to instruction, observation, evaluation, and grading.

Field personnel serving as supervisors are oriented to their responsibilities, and training is provided to assist them in implementing and evaluating those elements of the program for which they share responsibilities with the college or university supervisors.

Criteria exist and are used for selecting field personnel and college or university personnel who will provide supervision; criteria include knowledge, skill, and experience requirements.

Orientation and training are offered for all supervisory personnel including college and university supervisors.

APPENDIX A

The Southern Governors' Association and the Southern Regional Education Board Legislative Advisory Council have expressed considerable interest in strengthening the role of "master teachers." It is for that purpose that we are assembling information from the 50 State Departments of Education about existing policies on "master teachers." I would appreciate your taking a few minutes to complete the following questionnaire, and returning it to me by September 15. A summary report will be prepared and forwarded to you this fall.

1. Do you have any state policies, and/or regulations concerning how local school districts choose the teachers to whom "student teachers" are assigned for the practicums? Yes*_____No_____

2. Do you have any state policies and/or regulations concerning how local school districts choose teachers who are recognized for outstanding performance? Yes*_____No_____

3. Do you have any state policy and/or regulations regarding extra compensation for teachers who serve as supervisors to "student teachers"? Yes_____Amount of supplement per_____$_____No_____

4. Do you have any state policy and/or regulation regarding extra compensation for teachers who are recognized for outstanding performance? Yes_____Amount of supplement per_____$_____No_____

5. Do you have any state requirements as to training that must be completed, as, for example, certification requirements, for a teacher to serve as the supervisor of a student teacher? Yes*_____No_____

6. Do you have any state program providing inservice education to teachers who are to serve as supervisors of student teachers? Yes*_____No_____

7. What specific provisions are included in your standards for approval of teacher education programs regarding the selection of supervisory teachers to whom student teachers will be assigned? Please include a copy of such provisions.

8. Can you suggest any particular local school districts that have outstanding programs concerning the selection and use of supervisory teachers for student teachers, or for rewarding outstanding performance of teachers? If so, please list the name and address of the superintendent of the local district.

_____

_____

*Please enclose applicable state policy and/or regulation.

Thank you for your cooperation.

Sincerely,

Eva C. Galambos
Staff Director
Task Force on Higher Education
and the Schools

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Enclosure

Please return in enclosed envelope.